

Geography B

OCR GCSE in Geography B J385

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1 About these Qualifications

This booklet contains OCR's GCSE specification in Geography B for teaching from September 2009.

This specification combines the main features of innovative and interesting Geography offered by OCR in its successful GCSE delivery over the years.

The specification consists of three units:

Unit B561: *Sustainable Decision Making*

Unit B562: *Geographical Enquiry*

Unit B563: *Key Geographical Themes*

The three units provide opportunities for candidates to give evidence of a range of geographical skills.

The Sustainable Decision Making exercise will be based on pre-released material linked to one of the 4 key themes and will develop real-life skills relevant to future decision making.

Field work and Issues Analysis required for the controlled assessment unit focus on the development of an enquiry and its associated skills in the context of fieldwork and issues based themes (*Disease, Trade, Ecosystems, Sport, Fashion, Energy, Fishing, Crime and Tourism*).

The final unit requires an understanding of three of the 4 key themes assessed through a written examination.

The content of the 4 key themes is clearly set out in the form of 'Questions for Investigation', 'Key Ideas' and 'Content' including clear statements where case studies are required.

This specification has highly relevant content that will give candidates access to modern world issues at a range of scales, from local to global. It also provides a clear structure that will allow constructive teaching and learning. Teachers will be able to deliver a varied yet manageable programme which can include modern resources (eg web based/GIS), innovative ideas and up-to-date teaching methods.

1.1 GCSE (Full Course)

First teaching will take place in September 2009.

This GCSE is made up of 3 mandatory units. Unit B561 is externally assessed, Unit B562 is internally assessed controlled assessment and Unit B563 is externally assessed.

The full course provides a basis of relevant knowledge, understanding and skills that lay the foundation for the future, whether further study or the world of work.

This specification is an excellent introduction to the subject for candidates who wish to continue with the subject at A level.

1.2 Qualification Titles and Levels

This qualification is shown on a certificate as:

- OCR GCSE in Geography B.

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

1.3 Aims and learning outcomes

GCSE specifications in geography should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. They should prepare learners to make informed decisions about further learning opportunities and career choices.

The aims of this specification are for learners to:

- actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from local to global
- appreciate the differences and similarities between people's views of the world, its environments, societies and cultures
- understand the significance of values and attitudes to the development and resolution of issues

- develop their responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive
- develop and apply their learning to the real world through fieldwork and other out of classroom learning
- use geographical skills, appropriate technologies, enquiry and analysis.

1.4 Prior Learning/Attainment

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

DRAFT

2 Summary of Content

2.1 GCSE Units

There are 4 Key themes shared by Units B561 and B563.

- Theme 1: Rivers and Coasts
- Theme 2: Population and Settlement
- Theme 3: Natural Hazards
- Theme 4: Economic Development

One of these themes will be assessed in Unit B561 and the other three in Unit B563.

Each year the themes will rotate and centres need to ensure that they teach the correct themes in preparation for each of these two units.

	Specimen units		2010		2011		2012		2013		2014		2015	
	Unit B561	Unit B563	Unit B561	Unit B563	Unit B561	Unit B563	Unit B561	Unit B563	Unit B561	Unit B563	Unit B561	Unit B563	Unit B561	Unit B563
Theme 1		✓		✓	✓			✓		✓		✓	✓	
Theme 2		✓		✓		✓	✓			✓		✓		✓
Theme 3	✓			✓		✓		✓	✓			✓		✓
Theme 4		✓	✓			✓		✓		✓	✓			✓

Unit B561: *Sustainable Decision Making*

This unit aims to test candidates' ability to apply the ideas contained in the four Key Themes to a particular scenario.

The 4 key Themes.

- Theme 1: Rivers and Coasts
- Theme 2: Population and Settlement
- Theme 3: Natural Hazards
- Theme 4: Economic Development

Theme to be covered in this unit is known by the centre in advance and should be studied in depth prior to the release of the resource booklet.

Rationale

- related to sustainable development;
- set on one of the key themes;
- three stages of investigating issues:
 - Stage 1: Background to the Issue
 - Stage 2: Options
 - Stage 3: The Decision

Unit B562: *Geographical Enquiry*

This unit is assessed through two pieces of work. The tasks set by OCR which will change annually

Fieldwork Focus

- Focuses on the Key themes of the Spec.
- Question or hypothesis based on tasks set for Rivers, Coasts, People and Settlement and Economic Development
- The task requires the collection of primary data
- Candidates follow four stages of enquiry:
 - Setting the scene
 - Method of data collection
 - Data presentation and analysis
 - Evaluation and conclusion

Issue Investigation

- Candidates choose a topic from 9 issue-based geography topics namely:
 - Disease;
 - Trade;
 - Ecosystems;
 - Sport;
 - Fashion;
 - Energy;
 - Fishing;
 - Crime;
 - Tourism.
- Candidate produce a report from one of two tasks titles on the topic area.
- The report covers
 - Location
 - Causes
 - Effects
 - The Future

The task requires secondary data research while the report can be presented in a variety of media.

Unit B563 Key Geographical Themes

The 4 key Themes.

- Theme 1: Rivers and Coasts
- Theme 2: Population and Settlement
- Theme 3: Natural Hazards
- Theme 4: Economic Development

One of these themes will be assessed in Unit B561 and the other three in Unit B563.

3 Content

3.1 Unit B561: *Sustainable Decision Making*

There are 4 key Themes within this Specification.

- Theme 1: Rivers and Coasts
- Theme 2: Population and Settlement
- Theme 3: Natural Hazards
- Theme 4: Economic Development

One of these themes will be assessed in Unit B561 – see table in 2.1 for details

- *Each year the themes will rotate and centres need to ensure that they teach the correct themes in preparation for each of this units*

3.1.1 Rationale

The SDME (Sustainable Decision Making Exercise) is designed to provide candidates at all levels with opportunities to proceed through three stages of investigating issues related to sustainable development, set on one of the key themes and using a resource booklet supplied in advance of the unseen question paper. The exercise will assess and reward candidates' ability to apply the ideas which underlie the content of one of the four Key Themes in a particular situation. It is therefore a requirement of this specification that the Key Theme used in the SDME is studied in depth prior to the release of the resource booklet.

The resource booklet supplied will contain resources common to both tiers of the exercise.

The provision of the resource booklet in advance of the examination allows in depth study of a variety of data and resources from several sources. This means candidates can spend valuable time studying and assimilating information in advance of the examination, reducing the need to spend time during the examination reading resource material. Therefore more time can be spent in developing answers in the form of extended writing, thus enhancing the depth of candidates' answers.

3.1.2 The Structure of the Sustainable Decision Making Exercise

Section 1: The Background to the Issue

This section will include tasks which prepare candidates for the focus of Sections 2 and 3.

Tasks explore the candidates' understanding of a sustainable development issue in a particular context.

Section 2: Options

In this section candidates will be presented with tasks where they consider alternative ways of resolving issues, the values and attitudes of key stakeholders and ways of managing environments, utilising resources and making decisions.

Section 3: The Decision

In the final section candidates will be asked to choose between alternative proposals or approaches to sustainable development and to justify their decisions. This will take the form of an extended written report.

3.1.3 Issues

Each SDME will focus upon a sustainable development issue related to one of the four Key Themes.

Examples of issues which involve aspects of sustainable development and which could become foci for SDMEs are given below.

Theme 1: Rivers and Coasts

Flood management strategies

Coastal management strategies

Theme 2: Population and Settlement

Population management strategies

Settlement development and planning

Theme 3: Natural Hazards

Hazard planning and protection

Hazard prediction methods

Theme 4: Economic Development

Aid and development

Managing economic development and environmental conflict

3.1.4 Sustainable Decision Making Exercise (SDME)

The examination will require candidates to demonstrate their achievement in relation to the assessment objectives in the context of a sustainable development issue highlighted in the Resource Booklet.

The Key Theme of the SDME is shown for each year in the table on page 7. The SDME examination will be available in the January and June sessions.

Resource booklets for the SDME will be despatched to Centres before the examination. These resources are for classroom study for a period of up to three working weeks prior to the examination. The resource booklets must be collected in by the teacher at the end of each lesson. They should not be annotated in any way. The resource booklets must be handed out to candidates with the question paper when the examination is taken. After the examination the resource booklets may be retained and used by the Centre. They should not be returned to OCR with the candidates' scripts.

Candidates re-taking the examination will have a different Resource Booklet and a different SDME title. The Key Theme will be the same for each of the two sessions in any one year (for example the SDME for January 2010 will be set on the same key theme as in June 2010).

3.2 Unit B562: *Geographical Enquiry*

This unit consists of **two** tasks, one is a fieldwork investigation of an hypothesis or question and the other is an issue investigation linked to one of 9 topics.

Each candidate's submission should be no more than about 2000 words in total, ie approximately 1200 words for 'Fieldwork Focus' and 800 words for 'Issue Investigation'.

Field notebooks, research notes, full sets of questionnaires etc should not be submitted for assessment.

3.2.1 Fieldwork focus

The Fieldwork focus allows centres to devise a question or hypothesis which must be drawn from one of the key themes. It is based on the collection of primary and where relevant, some secondary data.

3.2.1.1 Controlled assessment tasks

OCR will set the tasks which will be changed on an annual basis. For the fieldwork part of controlled assessment the tasks will be a set of questions or hypotheses and will allow candidates to follow a route to enquiry as detailed below.

3.2.1.2 The question or hypothesis

The tasks will relate to 3 of the key themes that will be assessed in Unit B563 (themes 1, 2 and 4). Each candidate chooses one task from the list published each year. It is the centre's responsibility to ensure that tasks are chosen from the list published for the year in which an entry is made for this unit and not from a list relating to a previous year.

3.2.1.3 The route to enquiry

The centre has to devise a sequence of activities which allow candidates to complete an enquiry route whilst following the 4 stages below. The enquiry will be based on the chosen task (selected from the list published by OCR each year). The centre devised programme will be tailored to fit the availability of local resources and it will allow candidates to achieve their potential by ensuring that all levels of the marking criteria (Appendix B) can be accessed.

Setting the scene:

This involves:

- The investigation question or hypothesis;
 - The expected outcomes;
 - An explanation of how the question or hypothesis/hypotheses link to the specification;
 - Relevant information about the place(s) chosen as the focus for the investigation.
-

Method of data collection	<p>This involves:</p> <ul style="list-style-type: none"> • A description of the fieldwork techniques that could be carried out to collect primary data for the enquiry for example questionnaire, interview, measuring and recording, mapping and drawing of appropriate features. This could be carried out in groups or individually • An explanation of why these methods are used; • What problems were encountered in the collection of data.
Data presentation and analysis	<p>This involves:</p> <ul style="list-style-type: none"> • Presentation of data collected in an appropriate range of forms. This could include maps, graphs photographs, drawings or a combination; • A description of the key findings shown by the data; • An explanation of the key findings.
Evaluation and conclusion	<p>This involves:</p> <ul style="list-style-type: none"> • Revisiting the original question/hypothesis and drawing substantiated conclusions. • Commenting on the success and usefulness of the investigation. • Commenting on the limitations of the investigation. • Making reasoned suggestions for improving and extending the investigation.

3.2.2 Issue Investigation

The Issue Investigation allows centres to choose a topic from 9 issue-based geography themes. It is an investigation with a secondary data focus yet allows for additional data collection through field study if relevant.

The 9 issues-based geography themes are:

- Disease;
- Trade;
- Ecosystems;
- Sport;
- Fashion;
- Energy;
- Fishing;
- Crime;
- Tourism.

OCR will set two tasks for each of the issue-based geography themes, which will be changed on an annual basis. Centres choose one issue-based geography theme from the 9 listed above and deliver a programme of study based on this theme. Candidates choose one of the tasks from the centre selected theme. The task can be contextualised by the Centre.

The report covers:

- Location
- Causes
- Effects
- The Future

The task is the basis for the candidate's individual investigative report which focuses on a particular area or issue, at a variety of possible scales. This report can take a variety of forms including a website, posters, video, pod cast, oral report (interview), written pamphlet or a formal report. Whatever form the part of the controlled assessment takes it is essential that the stage at which work for submission is produced is conducted at a high level of control. It must also be in a form that can be submitted electronically for moderation, alongside the fieldwork part of this unit.

It is the centre's responsibility to ensure that this part of the geographical enquiry allows candidates to achieve their potential by ensuring that all levels of the marking criteria (Appendix B) can be accessed

Although there is no requirement for the final report to be completed using ICT, candidates are strongly advised to use ICT not only as part of the research process but also in preparation of their final submission.

OCR expects centres to take advantage of the opportunity for electronic submission of work for moderation.

Centres can choose more than one Investigation theme although each candidate's work is based on one task for one issues-based geographical theme.

3.3 Unit B563: *Key Geographical Themes*

There are 4 key Themes within this Specification.

- Theme 1: Rivers and Coasts
- Theme 2: Population and Settlement
- Theme 3: Natural Hazards
- Theme 4: Economic Development

One of these themes will be assessed in Unit B561 and the other three in Unit B563.

Each year the themes will rotate and centres need to ensure that they teach the correct themes in preparation for each of these two units.

See table of themes in section 2.1.

The detailed content of the themes is shown on the following pages.

Teaching must focus on this content in such a way as to allow candidates to be assessed on their ability to recall, select, and communicate their knowledge and understanding of places, environments and concepts. In addition candidates need to be able to demonstrate their ability to apply their knowledge and understanding in familiar and unfamiliar contexts.

In preparation for this unit there are opportunities for teachers to deliver a varied yet manageable programme which can include modern resources (eg web based/GIS), innovative ideas and up-to-date teaching methods.

3.4 Content – Key Themes

Theme 1: Rivers and Coasts

<i>Questions for Investigation</i>	<i>Key Ideas</i>	<i>Content</i>
a. How do systems ideas help us to understand physical processes that operate in a river basin?	The study of water systems in the atmosphere and river basins The hydrological cycle The river basin as a local system	The units and links in the hydrological cycle The storm hydrograph and how it responds to changes The river basin as a system of inputs, flows, stores and outputs
b. How does river flooding illustrate the interaction between natural processes and human activity?	The different causes of river flooding The effects of river flooding varies between areas Some strategies for flood management are more sustainable than others	Physical causes of river flooding The activities of people that can cause river flooding Two case studies , one from an LEDC and the other from an MEDC to illustrate the causes, effects and management of river flooding
c. What processes and factors are responsible for distinctive landforms within a river basin?	The main geomorphic processes – weathering, erosion, transport, deposition Fluvial landforms are also influenced by geology The development of distinctive fluvial landforms	How weathering, erosion, transport and deposition operate in a river basin The formation of fluvial landforms, including meanders, interlocking spurs, floodplains, river cliffs, valleys, waterfalls, A case study of one river valley and its landforms

<i>Questions for investigation</i>	<i>Key Ideas</i>	<i>Content</i>
d. What processes and factors are responsible for distinctive coastal landforms?	<p>The main geomorphic processes – weathering, erosion, transport, deposition</p> <p>Coastal landforms are also influenced by geology</p> <p>The development of distinctive coastal landforms</p>	<p>How weathering, erosion, transport and deposition operate along constructive and destructive coastlines</p> <p>The formation of landforms along a stretch of coastline, including cliffs, headland, cave, arch stack, beach, spit -with appropriate examples</p> <p>A case study of one coastal area and its landforms</p>
e. Why is the management of coastlines important?	<p>There is a need to protect stretches of coastline</p> <p>Coastlines can be protected in different ways</p> <p>Some strategies for coastal management are more sustainable than others</p>	<p>Human and physical reasons why the protection of coastlines is necessary</p> <p>Different methods of coastline protection including the sustainability of each (examples include groyne, offshore breakwater, sea wall, rip-rap ,revetment, gabion, beach replenishment and managed retreat)</p> <p>A case study of coastline management, including reasons for protection, measures taken, resulting effects and possible conflicts</p>

Theme 2: Population and Settlement

<i>Questions for Investigation</i>	<i>Key Ideas</i>	<i>Content</i>
a. How and why are there variations between the population structures of countries?	Countries have individual age and gender profiles	Study of contrasting population pyramids of an LEDC and an MEDC and how they change over time
	Population structure varies between countries of different levels of economic development	The relationship between population structure and birth rates and death rates; and economic development
	The population structure of individual countries changes over time	
b. What are the causes and consequences of natural population change over time?	Population change is mainly a response to changes in birth and death rates	The growth of population on a global scale
	Population change can result in overpopulation	Birth rates and death rates vary between countries
	Some strategies for population management are more sustainable than others.	The rate of population change varies over time
		A case study to illustrate strategies to influence natural population change within a country
		The effects of overpopulation in an LEDC
		The implications of the proportion of population in different in different age groups

<i>Questions for investigation</i>	<i>Key Ideas</i>	<i>Content</i>
c. Why does migration occur and what are its effects?	<p>International migration affects population change</p> <p>Local areas are affected by the movement of people between urban and rural areas</p>	<p>Push and pull factors influencing migration</p> <p>A case study of international migration to illustrate the causes, consequences and management</p> <p>Causes, consequences and management of urbanisation</p> <p>Causes, consequences and management of counter-urbanisation</p> <p>A case study of migration within one country</p>
d. How is the pattern of land use within cities changing?	<p>There are different ways to develop urban areas</p> <p>Some of these developments are more sustainable than others</p> <p>The need for sustainable development affects planning and management of change</p>	<p>The different areas of dominant land use within cities reflects economic, social and cultural factors</p> <p>Different approaches to development in urban areas to illustrate more and less sustainable variations.</p> <p>A case study of urban change to illustrate social, economic and environmental planning and its sustainability</p>
e. What affects the provision of goods and retail services in rural and urban settlements?	<p>The relationship between the provision of goods and retail services and the population size of a settlement</p> <p>The provision of goods and retail services changes over time</p>	<p>Different types of goods and retail services</p> <p>The characteristics of retail service provision within an area</p> <p>The importance of retail service provision changes over time Reasons for changes over time including transport provision, market forces.</p>

Theme 3: Natural Hazards

<i>Questions for Investigation</i>	<i>Key Ideas</i>	<i>Content</i>
a. What is the global distribution of different types of natural hazard?	Different types of natural hazard have specific global distributions.	The global distributions of tectonic hazards (earthquakes and volcanoes) and climatic hazards (tropical storms and severe droughts).
b. What natural processes cause different types of natural hazards?	<p>Natural processes are responsible for causing severe natural hazard events.</p> <p>These processes affect the global distribution of natural hazards.</p>	<p>How the movement of tectonic plates cause earthquakes and volcanoes.</p> <p>The climatic conditions leading to the formation of tropical storms and periods of drought.</p> <p>How natural processes affect the global distribution of these natural hazards.</p>
c. How do natural hazards affect people and places in parts of the world with different levels of development?	<p>Natural hazards have a significant impact on people and their quality of life.</p> <p>The level of economic development of places affected by natural hazard events influences the severity of the impact.</p>	<p>How the characteristic features of the four natural hazards affect people and places.</p> <p>Understanding the nature of primary and secondary effects.</p> <p>Comparing the impact of natural hazards in LEDC and MEDC places, using a range of data and evidence. Such as, numbers of deaths, displaced people, cost of damage, eye witness accounts.</p> <p>A case study of the following:</p> <ul style="list-style-type: none"> i) one tectonic hazard event in an LEDC ii) one tectonic hazard event in in an MEDC iii) one climatic hazard in an LEDC iv) one climatic hazard in an MED)
d. How can human activities affect the impact of natural hazards?	<p>People continue to live and work in places which are prone to natural hazards.</p> <p>Human activities can affect the impact of natural hazards.</p>	<p>The reasons for people living in hazardous areas.</p> <p>How settlement and economic activities affect the impact of natural hazard events.</p>

<i>Questions for investigation</i>	<i>Key Ideas</i>	<i>Content</i>
e. How can people and places be protected from the impact of natural hazards?	<p>A range of methods are used to attempt to reduce the impact of natural hazards.</p> <p>A range of methods are used to attempt to predict the location, frequency and severity of natural hazards.</p> <p>Some methods are more sustainable than others.</p>	<p>How building, planning and education methods are used.</p> <p>Prediction methods and how they work.</p> <p>The sustainability of these methods in terms of their economic costs, impact on the environment, effects on people most at risk.</p>

Theme 4: Economic Development

<i>Questions for investigation</i>	<i>Key Ideas</i>	<i>Content</i>
a. What is meant by "development"?	<p>Is there more to development than wealth?</p> <p>Measuring economic well-being and quality of life.</p> <p>Identifying and explaining why countries are at different stages of development.</p> <p>How development can be affected by aid.</p> <p>Some aid is more sustainable than others.</p>	<p>How levels of economic well-being and quality of life are measured.</p> <p>What are the advantages and disadvantages of using economic and social indicators.</p> <p>How development has been described and mapped in the past and assessment of its validity.</p> <p>Aid has affected stages of economic development.</p> <p>How might a more sustainable system of aid be created?</p> <p>A case study of an aid project in an LEDC.</p>
b. How and why are there variations between the employment structures of different countries?	<p>How and why patterns of employment structure vary in contrasting locations.</p> <p>How and why these patterns change over time.</p>	<p>What is meant by an employment structure?</p> <p>How employment structures vary between countries.</p> <p>How employment structures have changed over time and may change in the future.</p>
c. What determines the location of different economic activities?	<p>The factors that influence decisions about where economic activities are located.</p> <p>How and why the locations of different economic activities has changed.</p> <p>Who is it that makes decisions about the present and future location of economic activities?</p>	<p>The types of industry (primary, secondary, tertiary and quaternary) and the economic and environmental locational factors for each.</p> <p>The environmental, social and economic reasons why the location of economic activity changes.</p> <p>A case study of a specific location where economic activity has been affected by distinct locational factors.</p>

<i>Questions for investigation</i>	<i>Key Ideas</i>	<i>Content</i>
d. How do Multi-national companies affect development?	<p>Defining a multi-national company and globalisation.</p> <p>How MNCs affect employment opportunities and economic development.</p> <p>The effects MNCs have in the areas they choose to locate in and in other places.</p> <p>Multi-national companies have an increasing influence on employment opportunities and economic development.</p>	<p>What a MNC is and the reasons for globalisation.</p> <p>The positive and negative effects of MNC investment in an area.</p> <p>A case study of MNC investment in a specific area and in an international context.</p> <p>What are the possible futures for globalisation and its effects on specific groups of people?</p>
e. How can economic activity affect the physical environment at a variety of scales including global	<p>How different economic activities affect the physical environment.</p> <p>What conflicts develop between responsibilities for the physical environment and the need for development?</p> <p>The causes, effects and responses to global climate change at a variety of scales.</p> <p>Managing these conflicts sustainably.</p>	<p>How different economic activities effect the physical environment in a range of ways.</p> <p>The need to balance environmental concerns and the need for economic development.</p> <p>A case study of a specific development where conflicts exist between economic development and environmental damage.</p>

The content may be studied at a variety of scales.

Examples may be taken from the U.K. or other countries, including both LEDCs and MEDCs.

Fieldwork could be an appropriate method of study.

4 Schemes of Assessment

4.1 GCSE Scheme of Assessment

GCSE Geography B (J385)	
Unit B561: <i>Sustainable Decision Making</i>	
25% of the total GCSE marks 1 hr written paper 40 marks	<p>This question paper has three sections:</p> <p>Section A: Candidates are required to answer all questions.</p> <p>Section B: Candidates are required to answer all questions.</p> <p>Section C: Candidates are required to answer all questions.</p> <p>There is a separate pre-release Resource Booklet.</p> <p>This unit is externally assessed.</p>
Unit B562: <i>Geographical Enquiry</i>	
25% of the total GCSE marks Controlled Assessment 60 marks	<p>There are two tasks:</p> <p>Fieldwork Focus</p> <p>Fieldwork Focus uses the collection of primary data and the production of a report.</p> <p>Candidates should aim to complete a 1200 word assessment under controlled conditions covering:</p> <ul style="list-style-type: none">• Setting the scene• Method of data collection• Data presentation and analysis• Evaluation and conclusion <p>The assessment will be marked by the centre using a marking criteria grid.</p> <p>Issue Investigation</p> <p>Issue investigation has a secondary data focus. Candidates produce a final piece of work that can have a variety of forms. The tasks are from any of the Issues-based geographical themes.</p> <p>Candidates should aim to complete a 800 word assessment under controlled conditions covering:</p> <ul style="list-style-type: none">• Location• Causes• Effects• The Future <p>This unit is internally assessed.</p>

Unit B563: *Key Geographical Themes*

50% of the total GCSE marks
1.5 hrs written paper
60 marks

This question paper has **three** sections, candidates answer **three** questions one from each section:

Section A: candidates answer either Question 1 or Question 2

Section B: candidates answer either Question 3 or Question 4

Section C: candidates answer either Question 5 or Question 6

There is a separate Resource Booklet.

This unit is externally assessed.

4.2 Entry Options

GCSE candidates must be entered for all 3 units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

OCR GCSE in Geography B – J385.

4.3 Tiers

This scheme of assessment consists of **two** tiers: Foundation Tier and Higher Tier. Foundation Tier assesses Grades C to G and Higher Tier assesses Grades A* to D. Candidates will be entered for either the Foundation Tier or the Higher Tier.

In no circumstances will a candidate entered for the Foundation Tier be awarded a grade higher than Grade C. Candidates achieving marginally less than the minimum mark for Grade D on the Higher Tier will be awarded Grade E. Candidates failing to achieve this standard will be ungraded.

4.4 Assessment Availability

There are two examination series each year, in January and June.

In 2010 onwards GCSE units will be assessed.

4.5 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

AO1 Demonstrate Knowledge and Understanding

- Recall, select, and communicate their knowledge and understanding of places, environments and concepts

AO2 Application of Knowledge and Understanding

- Apply their knowledge and understanding in familiar and unfamiliar contexts

AO3 Analysis and Evaluation

- Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.

AO weightings – GCSE

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B561: <i>Sustainable Decision Making</i>	5	10	10	25%
Unit B562: <i>Geographical Enquiry</i>	0	10	15	25%
Unit B563: <i>Key Geographical Themes</i>	30	15	5	50%
	35%	35%	30%	100%

4.6 Quality of Written Communication

Quality of written communication is assessed in all units.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that intended meaning is clear;
- present information in a form that suits its purpose;
- use a suitable structure and style of writing.

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5 Controlled Assessment

5.1 The controlled assessment unit

Unit B562 has been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessment so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but Section 3.2 on Controlled Assessment includes more detail and any specific requirements.

5.2 Task setting

5.2.1 The OCR approach

OCR will assume a high level of control in relation to the setting of tasks. The controlled assessment unit comprises of two tasks. A number of controlled assessment task titles will be available from OCR for the controlled assessment unit. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment task title.

5.2.2 Using controlled assessment tasks

For each task centres can choose one from a number of comparable tasks titles offered by OCR and drawn from the content areas of the specification. These tasks can be contextualised so that they allow the usage of local resources available to any centre. These tasks may also be set within overarching scenarios and briefs specifically relevant to the centre's own environment and targeted at their particular cohorts of candidates.

Controlled assessment tasks must be contextualised by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level.

The same OCR controlled assessment task must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance, if they wish to do so. The task will be changed each year. A previous year's task may NOT be re-submitted in the following year.

5.3 Task taking

5.3.1 The OCR approach

For GCSE in Geography B OCR will assume a limited level of control for research/data collection and a high level of control for analysis and evaluation of findings. The task taking parameters will be defined for several key controls as outlined below.

5.3.2 Definitions of the controls

(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE in Geography B most, but not all, work for assessment would be under direct teacher supervision; for example, it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher, but the teacher must be able to authenticate the work. There must be acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Geography B OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- Exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements;
- Ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Teachers must not provide templates, model answers or written feedback on drafts.

(c) **Word Control:** About 2000 words in total, 1,200 words for Fieldwork focus and 800 words for Issue Investigation. Tasks will be set within a broader learning programme which will allow the acquisition of subject specific knowledge and the development of appropriate practical skills.

Some of the work, by its very nature, may be undertaken outside the centre, e.g. research work, fieldwork, etc. Work outside direct supervision of the teacher might include, for example, in the library or homework club but NOT at home. Using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** In the research stage, the work of individual candidates may be informed by working with others. In task production candidates must complete and/or evidence all work individually.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. This is the responsibility of the centre, in line with any guidance from OCR.

5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

5.3.4 Completing the tasks

Candidates should be allowed sufficient time to complete the tasks. It is suggested that evidence is produced in several sessions, each focussing on a specific step within the overall task or scenario. These may be interspersed with opportunities to learn relevant knowledge and develop appropriate practical skills

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

5.3.5 Presentation of work

Candidates must observe certain procedures in the production of controlled assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:

centre number;
centre name;
candidate number;
candidate name;
specification code and title;
assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

5.4 Task marking

5.4.1 The OCR approach

For GCSE in Geography B OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator. For this GCSE in Geography B external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is supplied.

5.4.2 Applying the assessment criteria

The starting points for marking the tasks are the relevant Marking Criteria Grids. For Geography B there are separate marking grids for each controlled assessment tasks (see Appendix B). These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

Both tasks are to be marked using the relevant marking grids, Geographical Enquiry to be marked out of 36 marks, Issue investigation out of 24. These are combined and a total mark out of 60 awarded.

5.4.3 Use of 'best fit' approach to marking grids

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for the controlled assessment unit is out of a total of 60 and is found by totalling the marks for each of the marking objective/criteria strands.

5.4.4 Authentication

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign.

5.4.5 Internal standardisation

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.4.6 Moderation

All work for controlled assessment is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

5.5 Minimum Requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

6 Technical Information

6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

It is **essential** that unit entry codes are quoted in all correspondence with OCR.

Unit Entry code	Component code	Submission method	Unit titles
B562	01	<i>Postal moderation</i>	<i>Geographical Enquiry</i>
	02	<i>OCR Repository</i>	

Unit Entry code	Entry Option Code	Component code	Tier	Unit titles
B561	F	01	Foundation	<i>Sustainable Decision Making</i>
	H	02	Higher	
B563	F	01	Foundation	<i>Key Geographical Themes</i>
	H	02	Higher	

6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for the full course qualification certification.

Ideally candidates would take the Key Geographical Themes unit terminally.

6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for the qualification an unlimited number of times.

6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J385).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2010.

6.5 Grading

GCSE results are awarded on the scale A*-G. Units are awarded a* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 25/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

Tier	Unit	(GCSE) Unit Weighting	Maximum Unit Uniform Mark	a*	a	b	c	d	e	f	g	u
F	B563	50%	83	/	/	/	72	60	48	36	24	0
H	B563	50%	120	108	96	84	72	60	54	/	/	/
F	B561	25%	41	/	/	/	36	30	24	18	12	0
H	B561	25%	60	54	48	42	36	30	27	/	/	/
n/a	B562	25%	60	54	48	42	36	30	24	18	12	0

Higher tier candidates may achieve an “allowed e”. Higher tier candidates who miss a grade ‘e’ will be given a uniform mark in the range f-u but will be graded as ‘u’.

In Foundation Tier, candidates achieving less than the minimum mark for Grade G will be ungraded. In Higher Tier, candidates achieving marginally less than the minimum mark for Grade D may be awarded Grade E or will be ungraded.

Candidate’s uniform marks for each module are aggregated and grades for the specification are generated on the following Uniform Mark Scale.

Qualification	Qualification Grade										U
	Max UMS	A*	A	B	C	D	E	F	G		
GCSE	240	216	192	168	144	120	96	72	48		0

Awarding Grades

The written papers will have a total weighting of 75% and controlled assessment a weighting of 25%.

A candidate’s uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate’s grade will be determined by the total uniform mark.

6.6 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from the OCR website.

6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

6.8 Guided Learning Hours

GCSE Geography requires 120-140 guided learning hours in total.

6.9 Code of Practice/ Common Criteria Requirements/ Subject Criteria

This specification complies in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Geography.

6.10 Prohibited Qualifications and Classification Code

Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title *Geography* in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for this specification is 3910.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

6.11 Disability Discrimination Act Information Relating to this Specification

GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council www.jcq.org.uk.

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Candidates with a visual impairment may find this subject difficult to access fully.

6.12 Arrangements for Candidates with Particular Requirements

Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

6.13 OCR repository

The OCR Repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE Geography units B562 can be submitted electronically: please check Section 6.1 for unit entry codes for the OCR Repository.

More information on the OCR Repository can be found in Appendix C: Guidance for the Production of Electronic Assessment.

7 Other Specification Issues

7.1 Overlap with other Qualifications

There is a small degree of overlap between the content of these specifications and those for GCSE Geography A and Humanities.

7.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

This specification offer opportunities which can contribute to an understanding of these issues in the following topics:

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding. Through study of the content of the Key themes there are many opportunities for candidates to experience a sense of awe and wonder of the natural world. Similar opportunities exist related to human achievements and there is also potential for candidates to experience, appreciate and relate to cultures other than their own.

Study of the content of the four key themes and also on issues in the second part of the Geographical enquiry unit may provide opportunities to explore the impact of religious beliefs, creative abilities and values of individuals, groups and communities on societies and environments. This may help candidates to understand their own worth and the value of individuals and communities.

This specification provides a framework for candidates to develop their spiritual, moral, ethical, social and cultural understanding through the study of the four key themes as well as the issues relating to the geographical enquiry.

Most geographical issues have a moral dimension. They provide opportunities for candidates to develop a sense of fairness and justice through the exploration of values and attitudes, related to economic development, trade and aid and some of the issues in the geographical enquiry.

7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

These specifications support these issues, consistent with current EU agreements, in the following topics:

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report Environmental Responsibility: An Agenda for Further and Higher Education, 1993 in preparing this specification and associated specimen assessments.

Unit B562 supports the development of Environmental Education with its focus on Fieldwork. The issues of sustainability and interdependent development, fundamental to Environmental Education, are also threads running through the other two components.

The issues of health education are a significant focus in work in Units B562 and B563 related to issue-based themes population, development and quality of life. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing natural hazards in different parts of the world.

Safety during fieldwork is paramount and candidates should be involved in Risk Assessment as part of their preparation for fieldwork.

There are many opportunities to study themes, places and environments by choosing European examples. An appropriate balance should be achieved not only between MEDCs and LEDCs but also between the UK, European Union and other MEDCs studied.

Unit B561 supports the development of Environmental Education by focusing on Sustainable development.

The issues of health education are a significant focus in work in the Key Themes. There are opportunities to consider health, safety and risk assessment in many different environments. These range from those used for urban and rural fieldwork activities in the UK to managing natural hazards in different parts of the world.

7.5 Avoidance of Bias

OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

7.6 Language

These specifications and associated assessment materials are in English only.

7.7 Key Skills

This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B561	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B562	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B563	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website (www.ocr.org.uk). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

7.8 ICT

In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Geography.

The assessment of this course requires candidates to:

- use relevant and up-to-date information much of which is available from a variety of web based sources, many of which candidates need to access themselves.

Examples of development opportunity:

ICT Application/Development	Opportunities for using ICT during the Course
Use of Internet, CD-ROMs, GIS, fax, email, the Internet, video conferencing and other technologies to access a wide range of information from different sources. To experience alternative images of people, place and environment by communicating and exchanging information locally and world-wide.	Theme 3 Accessing news about tectonic activity and/or river flooding. Theme 4a. Gain accurate statistics for an LEDC country. Theme 1c. Use of 'Water Excel' to model hydrological processes. Theme 4c. Use of 'Simcity' to explore land use within settlements
Use of data handling techniques to enhance the development of enquiry skills e.g. use a spreadsheet to collect, record, analyse and present data and information, use GIS to manipulate, analyse and present information.	Unit B562 – Geographical Enquiry. Use of a spreadsheet to input and manipulate data collected by fieldwork for example on urban land use, traffic or service provision. Produce graphs and use data to compare and analyse.
Develop understanding of physical, human and environmental processes by using games and simulations to problem solve.	Theme 1 Modelling of hydrological processes. Theme 4 Industrial location simulation.

7.9 Citizenship

Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of:

Geography has a considerable overlap with the requirements of KS4 Citizenship Knowledge and understanding of European and global links and the interdependence of people and places;

- knowledge and understanding of the concept of sustainability, Local Agenda 21 and the skills to act upon their understanding;
- knowledge and understanding of the decision making processes which underpin changes in society and the environment at a range of scales;
- the skills of enquiry and communication involved in personal decision making, problem solving and the investigation of environmental issues.

As part of citizenship it is important that candidates have knowledge and understanding of the world of work. The content of 'key geographical themes' gives the opportunity to include an insight into the world of work as does the issues section of the geographical enquiry.

Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.

They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable.

They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.

Grade C

Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.

They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.

They select and use a variety of skills, and appropriate techniques and technologies to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.

Grade F

Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. They communicate their ideas using everyday language.

They apply their understanding of some simple physical and human processes and patterns in different contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasons and evidence.

They use skills and a limited number of techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret evidence to reach some basic conclusions.

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Appendix B: Marking Criteria for Controlled Assessments

Fieldwork focus

A02 Application of Knowledge and Understanding	<p>The question/hypothesis has been stated.</p> <p>An attempt has been made to describe the context of the enquiry within the themes.</p> <p>The data has been described superficially.</p>	<p>The question/hypothesis has been stated with some justification.</p> <p>The context of the enquiry within the themes has been given.</p> <p>The data has been described and some explanation attempted.</p>	<p>The question/hypothesis is clearly stated and justified.</p> <p>The enquiry is clearly set within the themes and a range of contexts.</p> <p>The data has been thoroughly analysed.</p>	
	Marks 0-4	5-8	9-12	12
A03 Analysis and Evaluation	<p>A simple map locating the study area has been drawn.</p> <p>The data needed for the study has been stated.</p> <p>A narrow range of data has been collected.</p> <p>A few simple maps, graphs and diagrams have been drawn.</p> <p>A very simplistic conclusion has been made.</p> <p>An evaluation has been attempted.</p>	<p>The study area has been described and located.</p> <p>Some attempt has been made to state the data needed, why and how.</p> <p>A range of appropriate primary data has been collected.</p> <p>The data has been presented in a range of maps, graphs and diagrams.</p> <p>A plausible conclusion has been made.</p> <p>An overall evaluation has been made with some solutions suggested.</p>	<p>The study area has been described and precisely located using maps.</p> <p>A thorough strategy for the collection of data has been given.</p> <p>A wide range of appropriate primary data has been collected.</p> <p>The data has been presented in an appropriate range of maps, graphs and diagrams.</p> <p>A substantiated conclusion has been made.</p> <p>An evaluation has been made with limitations, possible solutions and an extension to their enquiry.</p>	
	Marks 0-8	9-16	17-24	24
total	12	24	36	36

Issue investigation

Level	Level 1	Level 2	Level 3	total
A02 Application of Knowledge and Understanding	The candidate is able to apply some basic geographical principals to reach a conclusion. The candidate is able to apply some basic knowledge of the attitudes of different stakeholders to show that they react in different ways to the issue. There is an attempt to use research to support the argument.	The candidate is able to apply some geographical ideas and principals to reach a valid conclusion. The candidate is able to apply knowledge of the attitudes of different stakeholders to show why they react in different ways to the issue. Research is used to inform arguments made.	The candidate is able to apply a range of geographical ideas and principals in order to reach an informed conclusion. The attitudes of different stakeholders are clearly understood to explain why they react in different ways. Research is used to inform and justify arguments made.	
	Marks 1-4	5-8	9-12	12
A03 Analysis and Evaluation	The candidate selects, presents and communicates some material that is relevant to the issue. There is an attempt to structure the Investigation in a logical way	The candidate selects and processes a variety of material that is relevant to the issue. They are able to communicate effectively the nature of the enquiry. A logical route to enquiry is undertaken	The candidate selects and processes original material from a range of sources to illustrate and explain the issue. They are able to communicate competently the full nature of the issue being investigated. A logical route to enquiry is obvious and explicit	
	Marks 1-4	5-8	9-12	12
total	8	8	8	24

[0 marks] No evidence submitted or response does not address the question.

Appendix C: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment in Unit B562 comprises two tasks.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code B562, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the two Controlled Assessment tasks. Each task should be contained within a separate folder within the portfolio.

Each candidate's Controlled Assessment task should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions).

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Word processed documents or PowerPoint presentations must be converted to HTML or PDF formats before submission. OCR will not accept compressed (zipped) file formats. Where new formats become available that might be acceptable, OCR will provide further guidance.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

HTML (*.html, *.htm)

XML (*.xml)

CSS (*.css)

XSL (*.xsl/*.xslt)

Text formats

PDF (.pdf)

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.